THE URGENCY OF USING AUDIOBOOK IN GENERAL COURSE LEARNING

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Abstract

This study was aimed to explore the urgency of using audiobook in general course learning as a form of distance learning manifestation. This research was conducted descriptively. The research subjects involved in this study were students at the Open University. A total of 294 respondents were selected through the purposive sampling technique. This study used a closed questionnaire created and modified by the researcher based on an exploratory structure and also used a theoretical basis on the use of audiobooks in learning. The results show that most respondents agreed that the use of audiobooks in learning is a positive breakthrough that can arouse their interest and interest in being active in learning. In addition, respondents also agreed that the use of this audiobook must be strengthened by various important elements such as the material to be delivered, the selected voice actors, and the duration of time to be used. The audiobook is feasible learning media for those who cannot directly read the module and can be used in any situation so that the urgency is even greater if it is done in distance learning.

Keyword: audiobook, distance learning, learning media

INTRODUCTION

Learning in universities is very different from the learning experience in school. According to Ali (2009), the change in the learning approach from teacher-centered to student-centered learning is a paradigm shift in universities. A change in the way we look at things in learning is knowledge. From the knowledge that is seen as something that is ready to be transferred from lecturer to student to knowledge that is seen as the result of construction or transformation by the learner. From learning as receiving knowledge (passive-receptive) to learning as seeking and constructing knowledge (active-productive). Then from lecturers who convey knowledge to lecturers who collaborate with students to form knowledge. It is the current learning situation in universities. It means that learning in higher education cannot be separated from learning media.

Learning media is one of the most crucial parts of the success of the teaching and learning process. Conceptually, many experts have suggested, such as Nurseto (2012), who explains the media as a container used to facilitate the process of activities. It is a communication process. In other words, learning activities through the media occur when there is communication between messages and the source through the media. However, the communication process only occurs after there is a reaction. Learning media is a vehicle for distributing messages or learning

information. Meanwhile, learning media is one of the elements that affect the quality of the implementation of education which can be in the form of hardware or software that serves to assist educators in delivering learning materials and helping students understand learning materials (Prior *et al.*, 2016; Ayunda, 2013).

In the teaching and learning process, learning media should be interactive. Interactive in the sense that learning media can make users feel interested so that they can influence and provide mutual action and reaction with one another in the presentation of the material given (Tsany, 2021). In other words, interactive learning media can make teachers and students interact and connect without restrictions and live learning conditions. There are many forms of interactive learning media. Hakim (2018) and Wallin (2021) explain various learning media that can facilitate educators and students in learning, such as audio media, visual media, audio-visual media, multiple media, photographic images, and maps or maps globes. Those are the media that educators often use.

All learning media that exist in educational theory have been applied directly by educators in Indonesia. In fact, teachers have applied traditional games in the regions to stimulate student learning. It is not new, considering that interactive learning media have been applied by a teacher in teaching the students who are school students from basic education to tertiary education.

One of the learning media that teachers often use is the audiobook. Audiobooks themselves are, by definition, the recorded text of a book or written oral in audio form that can be listened to by the audience with the same content as when they read a book (Dwivedi & Lewis, 2020; McKinney *et al.*, 2009). According to Krulik and Rudnick

(1996) and Anwas (2015), audio media is a source of teaching materials that are cheap, easily accessible by all groups, and easily duplicated by students to record subject matter. In addition, the order of presentation is fixed, definite, and can serve as an instructional medium for self-regulated learning.

With the advantages of audiobooks, many teachers have used audiobooks as interactive learning media. In addition to making it easier for teachers, they can also support students to be creative in maximizing their abilities. Several previous studies also stated that audiobooks could be an alternative media for teachers to conduct learning style-based learning (Dumiyati *et al.*, 2020). Those who are given a variety of audio and visual media provide a higher learning linkage than those who learn only by listening to the teacher's explanation (Ayunda, 2013; Tsany, 2021). In addition, the existence of audiobooks can provide a new nuance in increasing students' understanding of the material they are learning, easy to use anywhere, and can be listened to anytime, even in situations that require multi-tasking (Seyedtajaddini, 2014). These findings, of course, are part of the success of using audiobooks, and many other similar studies have proven the success of using audiobooks in education.

The success of using audiobooks in the teaching and learning process in schools makes university practitioners see great opportunities in the implementation of lectures at present. Moreover, nowadays, audiobooks are not only limited to the school level and are used between teachers and students, but more than that, audiobooks have the potential to be developed in lectures. Muhibbin (2020) stated that the development of audiobooks has the potential to make it easier for students to accept learning in various conditions.

This condition implies that the use of lecture materials can be used anytime and anywhere. In addition, this study also reveals that there are challenges and educational strategies for inclusive students who study. Developing audiobooks is something that must be carried out, and all students have felt the tremendous benefits of having audiobooks.

Researchers see the use of audiobooks is still very modest. Whereas the urgency of using audiobooks, if maximized, will result in student learning mastery. Students will get used to developing a mindset, being creative, and of course, they will get used to self-regulated learning. Besides students benefiting from a learning system that is centered on the lecturer, it is also very beneficial for lecturers to be technologically literate and take advantage of the time to increase their writing and research capacity.

Researchers assume that if audiobooks are applied in general course learning (hereinafter abbreviated as GC), it will significantly facilitate the work of lecturers and students. Moreover, some general courses, such as religious education, basic natural sciences, Indonesian language, and so on, usually very few lecturers are involved in these courses at several universities. The Universitas Terbuka, an educational institution that implements distance education (hereinafter referred to as DE), often tutors these general courses. Especially during the COVID-19 pandemic, students from public and private universities have collaborated a lot to be able to study GC at the Universitas Terbuka. It, of course, is an extraordinary opportunity if the Universitas Terbuka can develop audiobook learning media for GC learning. This article wants to see how much urgency the use of audiobook media is to apply in GC learning.

METHOD

This study was conducted with a descriptive quantitative design. The purpose of using this design is because researchers want to see descriptively the information obtained from respondents and then provide an interpretation of the existing data according to the objectives of this study (Ramdani, 2018b, 2018c; Warsihna & Ramdani, 2020). Due to its descriptive nature, this study was conducted by distributing closed questionnaires to find out the subject's opinion regarding the information to be explored.

The subjects involved in this study were students at the Universitas Terbuka. Meanwhile, the purposive sampling technique was used in this study, namely by getting subjects that matched the predetermined characteristics (Ramdani, 2017, 2018a). In facilitating the study's reach, the questionnaire was compiled using a google form and distributed within two weeks at the end of September 2021. Researchers first selected the data that can be used or not by looking at the respondents' completeness of the information filled out.

This study used a closed questionnaire created and modified by researchers based on an exploratory structure and also used a theoretical basis on the use of audiobooks in learning (Knoop-van Campen *et al.*, 2020; Seyedtajaddini, 2014; Wallin & Nolin, 2020). The questionnaire consists of three parts. The first part is related to the identity of the subject. The second part is related to respondents' opinions about the use of the audiobook. Then the third part is an open-ended question related to the respondents' suggestions and expectations regarding audiobook use. Meanwhile, to ensure the questionnaire that has been made is valid, the research team conducted a qualitative evaluation first before the questionnaire was distributed. The data obtained were

analyzed descriptively using the SPSS program, and the interpretation that was used referred to the study objectives.

FINDINGS AND DISCUSSION

Based on the results of data collection conducted by researchers within a period of two weeks, the number of respondents involved was 294 people. Table 1 provides the distribution of the demographic data of the respondents involved.

The information in Table 1 describes the distribution of the respondents' demographic data obtained. In the gender category,

women dominated respondents who reached 81.3%, while the rest were men. For the age category, the age range of 20-30 years is the range that fills the most in the questionnaires. For the university category, more students from UT also reached 93.9%. Then, about 71.8% of respondents live in rural areas, and the remaining 28.2% are from urban areas. The study program taken by the respondents is proportional. While for occupation status, those who study while working reach 74.1%, and the rest only focus on college. Next, the researchers describe how respondents perceive the use

Table 1
Demographics of the Respondents

No	Variable	Quantity	Frequency (%)
1	Gender		
	Male	55	18.7
	Female	239	81.3
2	Age		
	< 20	78	26.5
	21 – 30	121	41.2
	31 – 40	57	19.4
	41 – 50	31	10.5
	> 50	7	2.4
3	University		
	Universitas Terbuka (UT)	276	93.9
	Non-UT	18	6.1
4	Residential		
	Rural	211	71.8
	Urban	83	28.2
5	Study program taken		
	Teacher education	164	55.8
	Non-teacher education	130	44.2
6	Occupation		
	Worker	218	74.1
	Non-worker	76	25.9

Notes: Urban (Regency/Municipality/Province Capital)

of audiobooks in general courses (GC). Table 2 describes the perception of the suitability of using audiobooks in GC.

Table 2 describes the respondents' perceptions of the suitability of using audiobooks in learning. If you look at the data, most respondents think that audiobooks are indeed suitable for use in general courses. Nearly 200 respondents felt that it was suitable, and 59 others felt that it was very suitable for the use of audiobooks. Meanwhile, as many as 34 respondents said it was unsuitable, and only one felt it was very unsuitable. Next, the researchers present information about the proportion of material used as audiobook material (as shown in Table 3). If you look at Table 3, it can be concluded that almost all respondents agreed that the material in the general course could be made into the audiobook. However, it needs to be mapped based on which materials to be made in the audiobook. Respondents agreed on certain portions. Next is the respondent's experience in using the audiobook (see Table 4).

Table 2

Respondents' Perceptions about the Suitability of Using GC Audiobooks

No	Respondents' Perception	Frequency	Percentage (%)
1	Very suitable	59	20.1
2	Suitable	200	68.0
3	Unsuitable	34	11.6
4	Very unsuitable	1	.3

Table 3

Perception of Material Proportion for Audiobook

No	Respondents' Perception	Frequency	Percentage (%)
1	All materials	105	35.7
2	Most of the material	125	42.5
3	A small part of the material	61	20.7
4	No suitable material	3	1.0

Table 4

Frequency of Using Audiobooks in Learning

No	Respondents' Perception	Frequency	Percentage (%)
1	Always	13	4.4
2	Often	49	16.7
3	Seldom	157	53.4
4	Never	75	25.5

For experience in using audiobooks in learning, it can be seen in Table 4 that there are still many respondents who have never used the audiobook. Around 25.5% of respondents said never to use, so it is a concern that audiobooks must be optimized for use. Next is how respondents perceive the effectiveness of audiobooks in learning (see Table 5).

Based on Table 5, it can be seen that as many as 234 respondents thought that audiobooks could be a good learning medium to use. At the same time, the rest stated that it was less effective and ineffective in using general course learning. Then the form of the audiobook that is expected to be made can be seen in Table 6.

If you refer to Table 6 regarding the forms of audiobooks in the general course, several forms might be used in learning. Among them is the form of conversation/dialogue; some material is only read out, then there is the material that is narrated,

some is dramatized according to context, and the rest wants to be mixed. However, most of the respondents, 55.8%, said that it should be mixed. Next is the duration of time that can be made for each record, which can be seen in Table 7.

Respondents said it was in a fairly varied range for the effective duration of time used in each recording. However, in Table 7, almost 48.3% responded that the 5 to 10-minute time span is effective for each recording file. So this can be an indicator of a student's strength later when listening to the recording. By looking at the results presented in Table 2-7 previously, the researchers assume that the use of this audiobook can be an alternative medium in conducting appropriate learning at the Universitas Terbuka. Next, the researcher identified what materials could be made into an audiobook. Many respondents said that only a summary of the material was suitable for making an audiobook. The rest,

Table 5

Respondents Perception about Audiobook Effectiveness

No	Respondents' Perception	Frequency	Percentage (%)
1	Very effective	30	10.2
2	Effective	204	69.4
3	Less effective	59	20.1
4	Ineffective	1	.3

Table 6

Form of General Course Audiobook According to Respondents

No	Respondents' Perception	Frequency	Percentage (%)
1	Dialogue	41	13.9
2	Read out	23	7.8
3	Narrated	51	17.3
4	Dramatized	15	5.1
5	Mixed	164	55.8

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Table 7
Duration of Each Audiobook Recording

No	Respondents' Perception	Frequency	Percentage (%)
1	Less than 5 minutes	41	13.9
2	5 to 10 minutes	142	48.3
3	11 to 15 minutes	76	25.9
4	More than 15 minutes	35	11.9

such as practical material, are only choices depending on needs. At the end of the questionnaire, the researcher then obtained an overview of respondents' expectations and suggestions regarding the audiobook to be made (see Figure 1).

The results showed that the use of audiobooks in general course learning was viewed very positively by most respondents. It can be seen from several points that have been described before that audiobooks are fairly effective in being used in respondent learning. Some things become a researcher's note so that they can provide information about the future process to make an audiobook prototype in general course learning.

From the respondent's perspective, audiobooks are seen as other alternative media that teachers can use to provide learning materials. This study proves that materials, especially general courses, can be made in different variations: audiobooks. It is supported by several previous studies

Figure 1
Respondents' Expectations and Suggestions Regarding Audiobooks
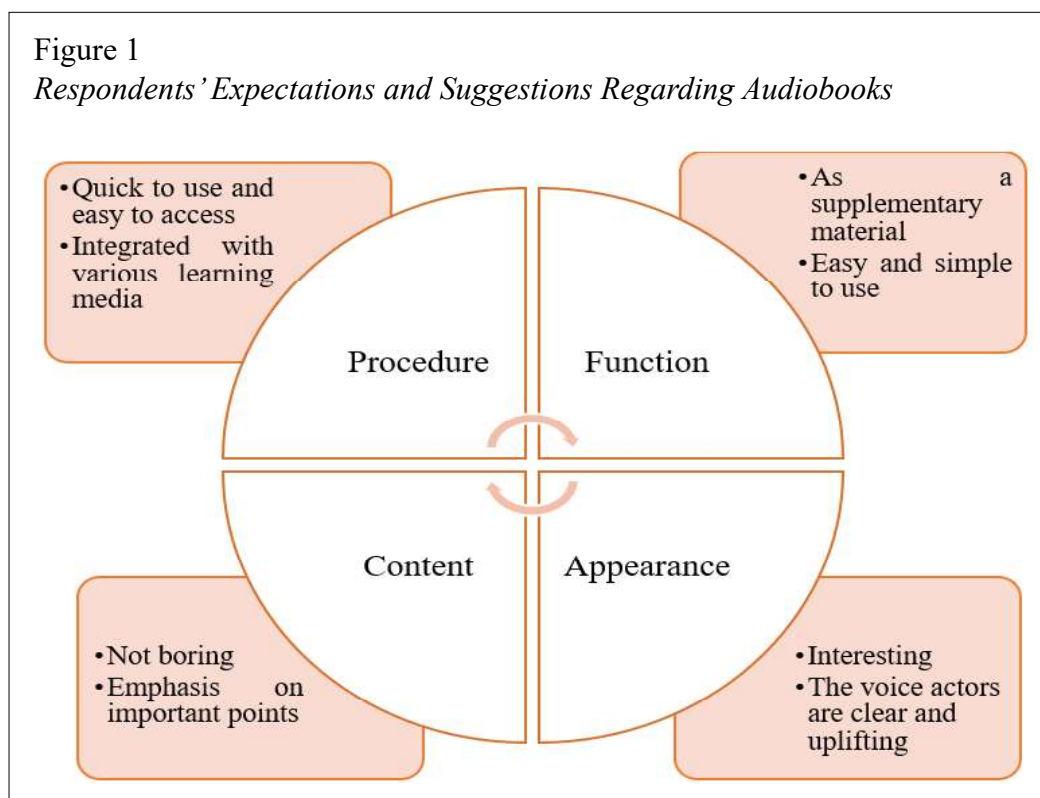
that also agreed that audiobook media in learning basic material could make it easier for students to bond and explore the material better (Knoop-van Campen *et al.*, 2020; Seyedtajaddini, 2014; Wallin & Nolin, 2020). In addition, especially for universities with a significant basis for providing online learning, audiobooks can strengthen and enrich the diversity of learning media in a particular program.

Conceptually, audiobooks focus on audio skills or listening to what the subject is listening to (Çarkıt, 2020; Moore & Cahill, 2016; Whittingham *et al.*, 2013). So that in practice, many challenges may be faced in the use of audiobooks. As the respondents in this study stated, most of them believe that not all materials can be used as audiobooks because some materials are easier and better if delivered directly by reading or discussing. In addition, one of the challenges in listening to a recording is endurance and concentration, which must be maintained consistently by respondents when using audiobooks. So based on these challenges, audiobook learning media providers must consider these factors.

Studies described by several previous researchers believe that the audiobook material received by each subject may vary in the process (Forest & Morgan, 2016; Have & Pedersen, 2020; Tang, 2021). There are old ones, and some people like to listen to certain audio. The duration of time that media providers can use in making audiobooks must be carefully considered. At a more substantive level, these media providers will be challenged with the representation of the material or the depth of the material that the audiobook can provide. It does not replace the existing module but complements and provides other alternatives in providing learning resources.

In some universities that use distance learning schemes, such as the Universitas Terbuka, audiobook media is necessary. Because apart from being cheap in cost and usage, every individual can learn anytime and anywhere, so this is the urgency why audiobooks are essential to make in learning. The results of this study provide information about the importance of audiobooks in learning and can also be valuable information about how the learning media provider will create an appropriate audiobook later.

CONCLUSION

The use of audiobooks in learning is considered an effective learning medium and can make it easier for respondents to understand more about the material. This study presents a fairly informative framework about the urgency of audiobooks in general course learning. This media can be a suitable learning medium for those who cannot directly read the module. This media can be used in any situation so that the urgency is even greater if it is done in distance learning. The use of audiobooks in the future must consider the user's flexibility, the depth of the material, the accessibility of the material, and the diversity of the respondents who will use it. Future researchers also need to do a deeper exploration of prototypes that might be developed before making an audiobook that meets expectations.

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